

TASKS TO BUILD KNOWLEDGE – add them to your sketchbooks at school.

Link to KPI's:

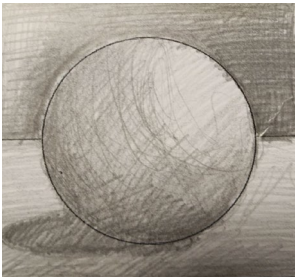
- Record:** Draw a sphere and shade it with 3 tones of pencil or pen. Think about the light source and where the shadow would be cast.
- Draw out a cylinder and use colour blending (consider your ellipses and where the shadows should be!)
- Explore:** Make a cube from white or any coloured paper then photograph it with the light shining on it in different ways
- Develop:** Research an artist and describe 3 things about their work using adjectives (describing words)

Artist: Benja Harney

Artist: Dorothee Vantorre

Artist: James de Rosso

- Respond:** Design your own monster but consider how well you use the formal elements. You can choose the artist's style if you like.



YEAR 7

3D/ SCULPTURE T3

ART AND DESIGN

Keywords and Definitions: (formal elements in red)

Line: A path created by a moving point such as a pencil, a mark

Shape: An outline of an object in 2 dimensions

Form: A drawn or made 3-dimensional object (visual or physical form)

Tone: In art this refers to the light and dark shades on an object whether drawn or 3d

Pattern: An arrangement of repeated shapes or decorative motifs.

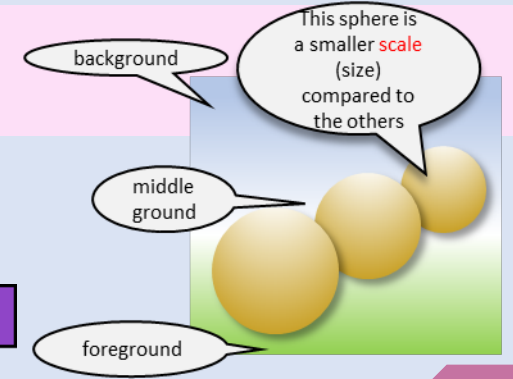
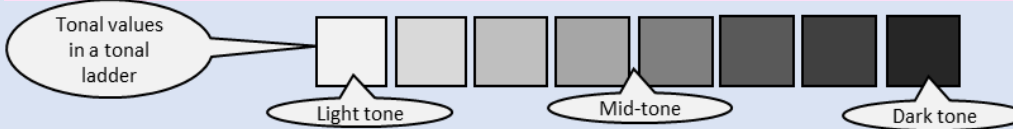
Texture: The way a surface feels or looks as if it feels. (physical or visual texture)

Colour: A wavelength of light seen by the eye when it bounces off a surface.

Composition/ Space: The layout of an image which may consider distance and scale of the objects within it (middle ground, foreground and background are common ways to describe areas in a space)

Visual **Form** = when you can see 3d in an image

Physical **Form** = when you can touch, feel and walk around an object that is 3d.



Sculpture: creating 3d art

Paper engineering: making art in paper by folding and cutting it

Net: a plan of a 3d shape which is usually cut and folded to make it 3d

Cube: a 3d square

Cuboid: a 3d rectangle

Dodecahedron: a 3d shape which has 12 faces

Research: factual and artistic references used to help build a better understanding of the theme

Theme: topic covered in a project

Written analysis: looking at how an artist creates something by trying explain their work, methods and message in words

Template: a shape which can be drawn around to repeat the shape accurately and repetitively

Symmetry: a shape which has lines of symmetry can be folded in equal parts (EG. A square has 4 lines of symmetry). In art we can use lines of symmetry to help fold and cut shapes out successfully

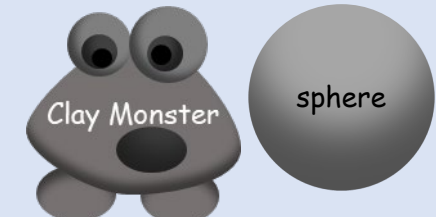
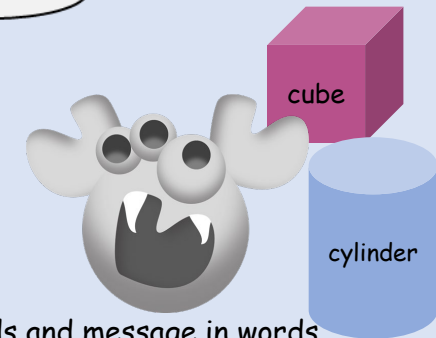
Clay: a material used to make ceramic items like pots and sculptures

Relief: creating a raised surface or texture to decorate

Geometric shapes/ forms: 2d and 3d shapes which have angles and could be measured

Organic shapes/ forms: 2d and 3d shapes which have fluid or natural forms

Emboss: to press a shape, pattern or texture into a softer material to decorate

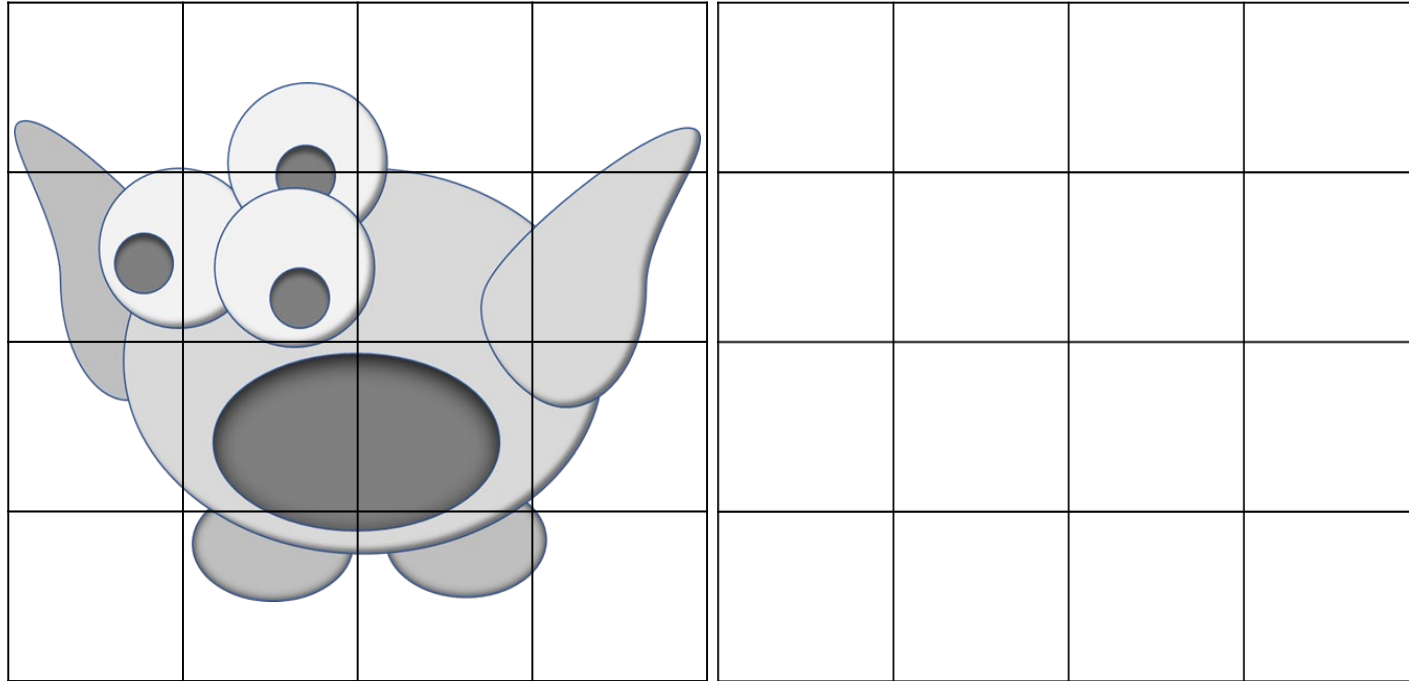
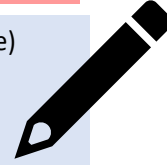


YEAR 7

Check knowledge in
addition to keyword
practice/ testing

Draw in pencil only, in greyscale and consider at least 3 tones and shadows.

- 1* plan drawing in light line- use the squares in the grid to help you (square by square)
- 2** draw shapes, correct shapes
- 3*** start applying tone- think range of tone (light, mid tone and darker tones)
- 4**** check and correct tone



3. Write definitions for the Formal Elements

Line:

Shape:

Form:

Tone:

Pattern:

Texture:

Colour:

Composition/ Space:

2. Draw examples of the Formal Elements in the boxes:

Line:

Shape:

Form:

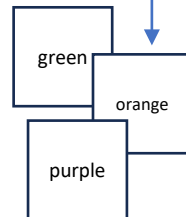
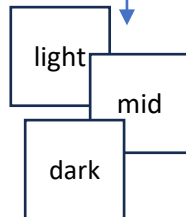
Tone:

Pattern:

Texture:

Colour (mix):

Composition: (background, foreground and middle ground):



4. Disciplinary Literacy: Write simple evaluations using relevant formal element words about each task. Describe: "what went well" (WWW) then what could be improved "even better if" (EBI).